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ABSTRACT

The socialism unit of the tenth grade level of the FICSS series (Focus on Inner City Social Studies -- see SO 008 271) explores a selected history of socialist thought and the thecretical model of socialism. Three case studies of socialism are explored: Great Britain, Sweden, and Israel. The case studies are designed to answer questions concerning the what, how, how much, and for whom of production. The intent of the unit is to allow students to place the socialist concept into its proper perspective, to understand it, and compare it to other forms of government. The content of the document includes an introduction to the unit; essential materials for teaching the unit; suggested teaching procedures and strategies; knowledge, skill, and behavioral objectives; learning activities; and supplementary readings for both students and teachers. (JR)

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SOCIALISM

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GRADE TEN, UNIT TWO

10.2

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
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Project No. 6090

June, 1971

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PROJECT FICSS

FOCUS ON INNER CITY SOCIAL STUDIES

Project FICSS is a Federally funded investigation sponsored by the U.S. Office of Education under Title III of the Elementary and Secondary Education Act. It began on June 12, 1968 and is to conclude in June 1971.

Purposes

According to the project proposal, the purposes of this investigation are:

1. to construct a K-12 inner city social studies curriculum.
2. to develop new materials and/or adapt available materials designed to implement the new curriculum, to field test these materials, and revise them as necessary.
3. to promote in selected central city school systems change in social studies curriculum and instruction which is in accord with the needs and problems of an urban society.

Organization

The grant was awarded to the Youngstown Public Schools in conjunction with four other northeastern Ohio school districts, Akron, Canton, Mansfield, and the Youngstown Diocese. Under the directorship of Dr. Melvin Arnoff of Kent State University, the original designer of the project, the five district social studies coordinators worked in concert to select a five-man team from each school district. These teams met together full time in the summers and part-time during the academic year. As a group they received the necessary input and participated in studies which helped prepare them for the challenging task of developing a social studies curriculum design for the inner city. In order to do this they needed to become knowledgeable in curriculum theory and the problems of the inner city.

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Temporary Products

At the end of the first summer of study, some materials (units) were developed for use by the schools during the ensuing year. These, however, are no longer in print since they were intended as temporary materials. They were designed to meet specific immediate needs in the direction of providing some modest corrections within the prevailing social studies curriculum of the participating schools to better balance the treatment of minority groups.

Developing the Curriculum Design

Following a series of conferences held during 1968-69 the unit writers from the five school systems had arrived at a tentative K - 12 curriculum design. This design was reviewed by lay and professional persons as well as a 60 man Board of Reactors. It was subsequently revised and expanded to include more detailed outlines of the specific units of each grade level. The curriculum design was finalized on April 14, 1970. Even this design, however, has not been sacrosanct. As the writing of individual units progressed, it became clear that some units were part and parcel of others, some lacked sufficient content to stand on their own, and others could be better written by revising the intended content. The final design, therefore, is the product of investigation, speculation, review, and revision in accord with practical pedagogy.

Unit Development

As was indicated above, the first products of this project were temporary units intended as first-aid to the obviously unbalanced curricula of the participating schools. These are no longer available.

After the major portion of the curriculum design was completed during the summer of 1969, six units were developed to be classroom tested during the 1969-70 academic year. Sufficient data were collected on these units as they affected classroom achievement and attitudinal changes to permit judicious revision of the materials toward making them more effective in realizing the aims of the curriculum.

The major portion of unit writing was achieved during the summer of 1970. During this time, all of the previously prepared units were revised or modified to be in accord with the April 14, 1970 design. Approximately 50 of the 69 units of the K - 12 design were prepared by the end of the 1970 seven-week writing session. Thirty-six of these units were throughly edited and prepared for utilization in 108 classrooms in the five participating districts during the 1970-1971 school year.

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Evaluation

The effect of these materials was evaluated via a design developed in accord with guidelines specified by the Division of Research, Planning and Development of the Ohio State Department of Education. The design called for the administration of an attitude and an achievement test prior to and following the teaching of the first semester units at each grade level, grades 1-12. While the cumulative effects of these units was being evaluated in one set of classrooms, a modest idea of the effect of each unit was being gained through the administration of achievement post-tests following the teaching of individual units in a second set of classrooms. (Although a pre-test post-test design would have been preferred, fundamental and other considerations obviated this possibility.)

Refining the Curriculum Design and Units

After the first semester units were classroom implemented and evaluated, the data were analyzed and utilized in unit revision. The units developed for the second semester were used in many classrooms, however, complete data on the effectiveness of these materials were not collected due to financial restraints and the improbability of immediately utilizing the data for unit revision prior to the legally imposed concluding date of the Project, June 11, 1971. (A three-year project life-span is the maximum allowed under Title III.)

Utilization of the FICSS Curriculum Design and Units by Other School Districts

It is the firm conviction of theProject staff and unit writers that theFICSS curriculum makes a significant contribution toward developing a relevant social studies curriculum in Grades K- 12. Relevancy here refers to the ability of a curriculum to enable pupils to comprehend the front pages of the newspapers, to understand the variety of ethnic and national cultures and aspirations of the peoples of America, and to be able to deal intelligently with the public and personal issues which are germaine to all of these areas.

Consequently, every school system is encouraged to review the products of Project FICSS and, should they find materials in harmony with their view of what is needed in the curriculum, to use these in part or in total, to adopt and/or adapt them as they see fit. This way Project FICSS will truly have served as an exemplory project.

INTRODUCTION

Scope of the Tenth Grade Curriculum

Of all the bases of power, those which take the form of economic and/or political systems are the most pervasive and demanding. We who cher'sh freedom must recognize that when one is born into a system it is difficult to recognize the freecoms and constraints which it allows the individual.Thus it is difficult to modify that system better to serve man. The smaller the institution, the more easily it is changed such as with the current experiments with modified family units. But these are individual or small group and thus do not demand national concurence to the values being sought by the 'deviants.' In the case of economics and politics, however, concensus or majority persuasion is necessary and thus very difficult to attain.

So long as our political and economic systems serve us well, there is little need to know the intracacies of their functioning. The problem is, that all political and economic systems, like all things human, tend to function and malfunction as they are affected by internal and external forces. Thus it is incumbent upon the schools to prepare citizens who are aware of the strengths and weaknesses of their political system, to be sure. But that is not sufficient. They must also be knowledgeable of the strengths and weaknesses of alternative political economic systems. Only in that way can they intelligently accept the best of 'foreign' ideas and reject concepts which appear to lead toward undesireable results. Thus they must know about representative governments with a modified capitalistic economy. Also they must know about representative governments with a modified socialistic economy. Finally they must know about an oligarchical form of communism such as might be practiced in the U.S.S.R. or China.

Specifically the units of this grade are:

10.1 Political-Economic: Capitalism (8 weeks)

10.2 Political-Ecomonic: Socialism (6 weeks)

10.3 Political-Economic: Communism (6 weeks)

10.4 World trade (6 weeks)

10.5 Modifying our Politico-Economic Realities (4 weeks)

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No doubt, it would have been an easier task to have written material on government and economics separately. This alternative, however, was not selected since it was believed that such a course would lead to the development of an inadequate perception by the student of the interrelationships between governments and economic systems. Thus both elements are considered within the scope of each unit.

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Scope of This Unit (10.2)
"Socialism"

This unit is the second unit in the tenth grade. It is preceeded by a unit on theoretical and practical capitalism and democracy and is followed by a unit on theoretical and practical communism as practiced in the Soviet Unionand China.

This unit on socialism explores a selected history of socialist thought, the theoretical model of socialism, and the realities of the democratic parliamentary governments and socialist economics of Great Britain, Sweden, and Israel. Too, it includes a discussion of socialism in the United States.

There are in this unit, three case studies of socialism: Great Britain, Sweden, and Israel. Each of these is designed to answer the three basic questions of both economics and political science namely:

What should be produced and how?
How much should be produced?
For whom shall it be produced?
and
Who makes the rules?
Who enforces the rules?
How may rules be modified?

The best way to build an even better America is through knowledge and an informed vision of <u>what is</u> and <u>what can be</u>. The unknown often sounds much more glamourous than it truly is. The best way to place the unknown in perspective is to study it. This is the intent of this unit on socialism. It is believed that every American who truly loves his country must know the realities of the alternatives which will frequently be brought to his ears via the news media and other sources. Only by being well informed about these alternatives will he be able to make considered choices.

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Introduction to a Unit Teaching Strategy Incorporated in FICSS Units

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey which have been corroborated by Piaget.

2. The basic steps for this stategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups, or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen where the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. Also, however, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.*

*Information taken from a monograph by Dr. Melvin Arnoff.

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AN OUTLINE OF A TEACHING STRATEGY INCORPORATED INTO FICSS UNITS

PHASE	PURPOSE
I. Introduction	Motivation of students
II. Raising Questions	Listing students' questions
III. Categorization of questions by students	Organization of ideas. Experience in critical thinking.
IV. Forming and Instructing Committees	Grouping for social or psychological ends. Placement of responsibility for learning upon the shoulders of students.
A. Tasks	To let student know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors or leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.*

00011

ESSENTIAL SOURCE MATERIALS FOR TEACHERS AND PUPILS (FICSS KIT) Unit 10.2

	Teacher	Student
1. American Socialism H. Wayne Morgan (ed.) Spectrum		5
2. American Social Thought Roy Ginger (ed.) Hill and Wang	1	
3. The Guaranteed Income: Next Step in the Socioeconomic Revolution Robert Theobold (ed.) Anchor	1	
4. Human Rights in the United States Isadore Starr Oxford Book Company	1	
5. Ideals and Ideologies Harvey Ellis World Publishing	1	
6. Israel, The Promised Land Civic Education Service		5
7. The Making of an Economic Society Robert Heilbroner Prentice Hall	1	
8. Poverty and the Poor Problems in American Society Series Washington Square Press	1	

00012

ESSENTIAL SOURCE MATERIAL PG, 2	Teacher	Student
9. Reflections on the Failure of Socialism Max Eastman Universal Library		5
10. Response to Industrialism 1885-1914 Samuel P. Hayes University of Chicago Press	1	
11. The Rise of Organized Labor American Education Publications		10
12. Today's Isms William Ebeustein Prentice Hall		3
13. Voices of the Industrial Revolution John Boloditch (ed.) University of Michigan Press		2
14. Worldly Philosophers Robert Heilbroner Simon and Schuster		1
FILMSTRIP		
15. The Welfare Dilemma Guidance Associates		1
RECORD		
16. Norman Thomas Reminisces Social Studies School Service		1
TRANSPARENCY MASTER (1) 1. Political Spectrum 2. Economic Spectrum 3. Economic Spectrum of the Ownership of Wealth		

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HANDOUTS (Mimeo)
"The Swedish Welfare State"
"Israel - Land of Unlimited Impossibilities"

The above list of resources is not necessarily considered the "right" set for pupils to be able to unveil the content of this unit. Rather it represents the best set which unit writers could assemble from available materials. In truth, many of the kits have "holes" in that the right materials are not available. In some cases, FICSS has designed transparencies to partially fill a void. The kit then, represents the best available set of resources for conducting the learning experiences suggested in this unit.

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OBJECTIVES

Knowledge

The pupil will know that:

1. socialism is a term of fairly recent origin and is used to describe an economic system as well as attitudes and projects of social reorganization.

2. the terms socialism and communism should never be used synonymously and socialism as practiced in democratic countries is different from the form of socialism practiced in present-day communist states.

3. socialism contains an element of protest against social inequality and in this respect is as old as western civilization.

4. varying concepts of social justice have been expressed since the early history of man.

5. early Greek and Judao-Christian thought also rejected the concept of wealth as the basis of a good life.

6. Sir Thomas More's Utopia developed a construct of an ideal society that influenced many later socialists.

7. the French Revolution provided a stimulant to thoughts of social reform because it focused on the antagonisms between the rich and the poor.

8. Saint Simon wanted a transformed state to be controlled by the producers to plan and organize the means of production.

9. Fourier advocated phalanges, cooperative workers' associations.

10. Fourier's ideas permeated to the U.S. where organizers of Brook Farm put them into practice.

11. Pierre Proudhon was an exponent of French socialism but called himself an Anarchist. He had an implacable hostility to government and private property as basic social institutions.

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OBJECTIVES Knowledge (con'd)

12. Mikhail Bakunin, a Russian exile, was an Anarchist who advocated revolt against God and State and significantly influenced modern Marxists.

13. public reaction to the terror tactics of the Anarchists led to the decline of their theories.

14. Jean Jaures felt that the change to a new order would come gradually by way of reform and not by way of revolution.

15. Industrialization in England proved a great spur to the growth of ideas of social reorganization.

16. Robert Owen is regarded as the founder of British socialism and was influenced by the thinking of the French socialist writers.

17. Robert Owen first coined the word "socialist" and used it in his magazine.

18. Owen denounced private property and desired a new society where community good would prevail.

19. Owen established several cooperative societies and in 1825 established one in the U.S. at New Harmony, Indiana.

20. Christian socialists in England like Charles Kingsley and Frederick Maurice were in revolt against the un-Christian spirit that tolerated the appalling conditions in factories and workshops.

21. Christian socialists attempted to form "working association" which would sow seeds for the new social order.

22. consumer cooperatives like Rochdale have survived more frequently than producers' cooperatives.

23. Karl Marx wrote the Communist Manifesto and descrived his ideas of 'scientific' socialism.

24. Marx was influenced by the ideas of many social reformers such as Plato, More, Fourier, Hegel, Owen, Proudhon, and Bakunin.

25. Marx claimed his theories were "scientific" and contrasted them with the "Utopian", "Anarchistic", "Christian" or Experimental".

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OBJECTIVES Knowledge (con'd)

26. George Bernard Shaw and Sidney and Beatrice Webb were the early founders of the Fabian society in England which aimed to reorganize society by the emancipation of land and industrial capital from individual and class ownership and vest them in the community for the general benefit.

27. Fabians insisted on the "inevitability of gradualness" which conflicted with Marx's insistence on revolutionary change.

28. Fabians used tactics of "permeation" to convert key persons to socialism.

29. in 1945, the Labour Party won the election in Britain and was led by a Fabian, Clement Atlee.

30. the majority of the Labour Party were Fabians.

31. In Germany, Ferdinand Lassalles was interested in organizing workers into a political party, disagreed with Marx's revolutionary ideas and was prepared to compromise. His party became the Social Democratic Party.

32. Eduard Bernstein was influenced by Fabian essays and advocated peaceful means for securing social change in Germany. He was known as a "revisionist".

33. socialism in the U.S. had early Utopian roots (Fourier phalanges, Owen villages) but the industrial evolution created new frontiers and made socialist thought less acceptable.

34. Henry George in Progress and Poverty wrote that poverty was the result of maladjustment of society which could be remedied.

35. In Looking Backward, Edward Bellamy wrote of nationalization of industry as the answer to social problems.

36. the Socialist Party in the U.S. was a fusion of Marxist and Anarchist groups and those groups advocating gradualism.

37. Eugene V. Debs was the candidate of the Socialist Party in 1900 and in five presidential campaigns.

38. Norman Thomas was the Socialist party candidate in six elections 1928-1948.

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OBJECTIVES Knowledge (con'd)

39. American society has accepted many ideas it formerly denounced as socialism.

40. social ownership or control of basic industries and financial establishments is a fundamental principle in socialist countries.

41. cooperativism has considerable strength in Scandinavia.

42. socialists plan social value as a counter to 'market value' that determines the allocation of resources under capitalism.

43. socialists attempt to avoid conditions that create or foster inequality and promote conditions that suppress it.

44. the Labour Party in England reflected in its growth and development the protest against the old social order.

45. the British Socialist (Labour) party lost elections in 1951-1955 and 1959 because, in part, people objected to its policy of nationalization.

46. political expediency caused socialists to abandon plans for further nationalization and work for a goal of further social and economic justice within the system of private property.

47. Britain is an example of a Parliamentary government and has a two party system - Labour and Conservative.

48. government in England exists only so long as it retains support of a majority of the House of Commons.

49. Israel is a Parliamentary republic but has a multiplicity of parties which results in coalition government.

50. the dominant party in Israel is the Mapai, or socialist party.

51. Kibbutzim, a voluntary collective agricultural settlement in which all property is held in common, is Israel's most distinctive institution.

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OBJECTIVES Knowledge (con'd)

52. Sweden is a constitutional monarchy which has successfully practiced a democratic form of socialism.

53. In the United States, public works, old age pensions, public housing, unemployment insurance, federal price support and minimum wage control, federal flood control and other federal aid projects are examples of socialistic practices not commonly accepted in American life.

54. the Swedish government is similar to that of Great Britain having a King, a Riksdag (bicameral parliament), and a court system. It has many parties and like Israel is dependent upon coalitions to support government.

55. the Swedish cabinet is responsible for drawing up the five year plans for economic development. (This is in contrast to a more laissez-faire approach of capitalism.)

56. In Sweden most of the industries have not been nationalized although they have been made more socially responsive through permitting worker interaction in the management role and in meeting consumer needs.

57. the Swedish Labor Court settles disputes concerning interpretation of collective agreements.

58. the Israeli government is a unicameral Parliamentary republic without a written constitution. Like other democratic countries it has a separate judicial system.

59. like other nations, socialist or capitalistic, Israel has problems with balance of trade deficits, inflation, and productivity rates.

60. a moshav is an Israeli cooperative among farm settlements which is characterized by mutual aid and cooperative buying and selling.

61. democratic socialist nations have applied public ownership to only a segment of their economy.

62. no democracy in the world today practices pure capitalism or pure socialism.

63. Karl Marx's emphasis on class struggle and violent revolution as conditions for basic social change are not only morally questionable and humanly undesireable, but of doubtful necessity as witnessed by the transition to socialism which occurred in Great Britain, Sweden, and Israel.

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OBJECTIVES

Skills

The pupil will be able to:

1. read magazines and newspapers with discrimination recognizing differences in purpose and coverage and bias.
2. distinguish between fact and opinion and identify both.
3. compare information about a topic drawn from two or more sources to recognize agreement or contradiction.
4. extract most relevant information and opinions to answer questions raised for study.
5. compare or contrast attitudes of men or groups studied and draw inferences and make generalizations from the evidence.
6. summarize his findings and reach conclusions.
7. recognize the need to change conclusions when new information calls for it.
8. gather information pertinent to his committee assignment using encyclopedias, periodicals and reference books.
9. use the dictionary efficiently to choose appropriate meaning for words in the context used.
10. understand social studies terms and increase vocabulary.
11. use problem solving techniques in meeting societal or personal problems.
12. locate on a map some of the major nations of the world where socialism is practiced.
13. accumulate some specific date-events as points of orientation in time

00024

OBJECTIVES (Continued)

Attitudes

The pupil will:

1. believe that social justice is a worthy goal and concern for all men as evidenced by his behavior in class, school, and in out-of-school activities.

2. believe that socialism has valuable ideals but that it, like other forms of economic systems has its difficulties in making the reality conform to the theoretical as evidenced by his ability to cite both the ideals and the realities.

3. believe that some aspects of socialism should be investigated to determine their feasibility in the U.S. system as evidenced by his independent researching of such topics as socialized medicine, etc.

4. believe that it is the right of all Americans to be able to investigate controversial topics and views and to express them as evidenced by his behavior in class and out of school to permit and support expressions of views which differ from his own

5. belive that American democracy inherently permits the exploration and expression of "different ideas" as evidenced by his willingness to find not only the bad points and the good points of socialist societies and/or his willingness to allow and protect the rights of others to express these opinions.

OBJECTIVES

Behavior

The pupil will:

1. respond to the word "socialism" on an intellectual rather than an emotional level.
2. carry out committee assignments.
3. respect the opinions of others and listen to them.
4. understand the necessity for rules and observe them.
5. take notes while continuing to listen and observe.
6. profit from criticism, suggestions, and evidence change.
7. accept role as leader or follower as the occasion requires.
8. talk in sentences, pronounce words exactly, and enunciate clearly.
9. write with clarity and exactness and develop an adequate vocabulary.
10. exchange ideas through discussion either as a leader or a participant.
11. evaluate his role as a committee member and his committee's contribution to the solution of the problem.

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Strategy	Learning Activities	Materials
I. Introductory Activities a. to interest the pupils in the study of socialism. b. to provide a sufficient stimuli to evoke questions about socialism.	Suggested Introductory Activities A. Play parts of the record of Norman Thomas' thoughts. Ask the class: Who was that man? What position of political or economic thought did he represent? What is socialism? Indicate that this is the area of study for the next six weeks and that the class is encouraged to ask questions about socialism which they would like to answer during the course of study. B. Develop a questionnaire which might include the following questions: 1. What is socialism? 2. How do you feel about socialism? 3. How would you feel about having socialism in the United States? 4. What major countries of the world have socialistic governments? Give the questionnaire to the class, tally the results, and discuss them with the class. The object of the questionnaire is NOT TO ANSWER QUESTIONS BUT TO INDICATE FEELINGS ABOUT SOCIALISM AND VARYING OPINIONS ABOUT WHAT IT IS. C. Develop and display books provided in the kit (and others if they are available). Have the pupils browse at the tables with the intent of thinking of questions which they would like to raise for consideration and answering during the course of their study of the unit. D. The teacher may also wish to prepare special displays or bulletin boards on the political economic systems of Great Britain, Sweden, and Israel utilizing current magazines and other literature. (See New York Times advertising supplement on various nations, etc.)	Norman Thomas Reminisces (FICSS KIT)

32000

Learning Activities

Materials

E. Display tables may be enhanced if the teacher collects some of the additional materials listed in the resource section of this unit.

F. The teacher might have other records on which are recited the words of men who have shaped history, especially politically and economically. He may select some of those who represent socialist thought and play these for the class asking what their words mean.

00024

Strategy	Learning Activities	Materials
II. Raising Questions A. to pose the questions of interest to pupils. B. to structure the content of the unit.	After the teacher has completed the various introductory activities, he should ask the pupils "Now that you have seen some of the displays and other materials related to this unit which we will study, what questions would you like to have the class answer about socialism?" Some of the questions pupils might raise are: A, Who are the important people and what are the important thoughts connected with the history of the socialist movement? B. How does socialism operate in a democratic country like England? C. What aspects of the American economy could be called socialistic? D. Why are socialistic policies in Sweden called "from the cradle to the grave" welfare policies? E. What are kibbutzim? These are just sample questions. They are based on the content of the units. It is hoped and expected that the students will generate a list of at least forty questions that indicate their interests. The teacher can use the question formation activity to strengthen the students' ability to propose useful guidelines for their investigation of the problem. They will thus be able to gain an overview of the unit before they begin to work on answering specific questions or topic areas.	

000025

Strategy	Learning Activities	Materials
III Categorizing Questions A. to determine the number of committees needed tc investigate the topics. B. to organize basic ideas that should be explored. C. to gain experience in critical thinking.	Although one cannot anticipate the exact questions students will raise and the categories they will devise for them, it is possible that the following categories will appear. These are not the only categories which can be used for organizing the study. Rather, they are those which the author feels are plausible and would serve as one way to organize the presentation of the content in this unit. Hopefully, the teacher will use those categories suggested by the students. The content materials of this unit are organized to conform with the categories listed below and committees could be formed to research each topic.	

Topics	Committees	Content Color Code
1. History of Socialism	Committee 1	PINK SECTION
2. British Socialism	Committee 2	GREEN SECTION
3. American Socialism	Committee 3	BLUE SECTION
4. Swedish Socialism	Committee 4	YELLOW SECTION
5. Israeli Socialism	Committee 5	PINK SECTION

92000

Strategy	Learning Activities	Content Material
IV Formation of and Instructions to Committees 1. To identify the necessary tasks of the committees	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach but the FICSS unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they do recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence especially as it is perceived as effecting group goals. Activities Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons. 3. How to find information.	A. Tasks of Committees 1. Organize committee a. Random choosing by teacher or students. b. Students rank choices on slips of paper. c. Student's choice on basis of their interest in subject matter to be explored. d. Using sociograms to achieve balance within a committee (may be homogenous or heterogeneous) e. Number selection-students in the classroom count off, 1,2,3, etc., all 1's on committee, all 2's second committee, etc. 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

00027

Strategy	Learning Activity	Content	Material
2. To determine desired roles in committee operation.		B. Roles in a Committee 1. Leader a. Help make everyone become a part of the group. b. Let everyone have his turn at the "good" group jobs. c. Get ideas from all members of the group. d. Let the group decide which ideas are best. e. Keep the group moving to get its job finished in the best way it can. f. Keep from being "bossy". g. Help your group decide what its job is. 2. Group Members a. Help the leader carry out plans. b. Do your share of the work. c. Work without disturbing other group members. d. Ask other members for their ideas. e. Select only those ideas which help the group do its best work. f. Cheerfully take the jobs the group wants you to do. g. Make other members of the group feel welcome.	

00028

Strategy	Learning Activity	Content	Material
2. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
3. To identify sources for obtaining necessary information		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key words; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Show visual aids 4. Make and show graphs and charts	

62000

Strategy	Learning Activities	Materials
V. Information Retrieval Suggested information retrieval activities for ALL COMMITTEES.	A. Interview local residents, or visitors, or students who have come from a socialist country. B. Locate union magazines and identify elements of socialist thought. C. Listen to records of union songs to identify elements of socialist thought. D. Interview union leaders and ask them their impressions of socialism or the extent to which they believe that socialist thought has influenced labor. E. Seek pen pals in socialist countries. Send them various questions about their political economic systems and offer to do the same about ours. F. Develop a questionnaire which calls for a definition of socialism, information about it, and attitudes toward it. Administer the questionnaire to relatives, friends, and/or the 'man on the street'. G. Examine the Declaration of Independence for elements of socialist thought. H. Develop a 'model of socialism' which parallels a 'model of capitalism' developed during unit 10.1. I. Subscribe to a British socialist newspaper. J. Write the British Labour Party for copies of their programs. K. Write a paper concerning the experiment at New Harmony, Indiana. L. Subscribe to one or two of the U.S. Socialist papers. M. Subscribe to Liberty Lobby and other anti-socialist news media. N. Contact the trade associations of Great Britain, Sweden, and Israel requesting information and/or personal interviews. O. See the New York Times advertising supplement which often presents the story of a nation's industries and why U.S. money should invest there. P. Write the various national embassies requesting information. Q. Invite a fellow student or adult of the community who has visited one of the socialist countries to speak to your group and/or the class. R. Identify and write to a kibbutz or moshav in Israel.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 1 History of Socialism	SOCIALISM	

I. Definition and its origins.

A. In 1827, the term "socialist" was used in the Owenite magazines to designate followers of Owen's Cooperative doctrines.
B. In 1852, "socialisme" appeared in the French Le Globe, edited by Pierre Leroux.
C. Thereafter, socialism and socialist were used frequently to describe attitudes and projects of social reorganization.

II. Meaning and its qualifications.

A. Russians describe Soviet system as Socialism in the process of development to a higher form of Communism.
B. British Labour Party proclaims socialism as an objective but does not pretend to have gone more than part of the way.
C. In France, Radical Socialists are in strong opposition to French Socialist Party which is hostile to Communism.
D. Hitler called his party the National Socialist.
E. Socialist parties of later 19th century called themselves Social Democrats or Christian Socialists.

III. Meaning of socialist labels.

A. Socialists believe that men ought to take some sort of collective action to deal with social problems.
B. Hostile to laissez-faire, they agree on belief in virtues of collaboration as against competition.
C. Belief in planning as opposed to "free enterprise".
D. Word "social" in this context is contrasted with individual.
E. Require of men a more cooperative attitude and behavior than are characteristic of capitalist society.
F. Most common factor is their denunciation of competitive spirit as manifested in a capitalist industry.

Cole, G.H.D. History of Socialist Thought London: Macmillan 1958 (5 Vol.)

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 1 History of Socialism (Con't.)	G. There are three important characteristics of socialism: 1. Its doctrines vary from country to country in accordance with different conditions, 2. it includes elements of protest against social, and political conditions that are not of capitalist origin but are of much longer standing; in this, it shares a heritage with social protest throughout the ages, 3. Socialism has changed its main emphasis over time as conditions have changed.	Preston, Nathaniel. Politics, Economies, and Power New York: Macmillan, 1967.
	IV. Forerunners of socialist thought (This section is included for completeness. It is not intended that all of the innovations presented here be assimilated by the student) A. *Plato 427-347 B.C.) in Republic developed views of an ideal state wherein he insisted on supremacy of the state over the individual. 1. He emphasized communal living and sharing and family-less social organization. 2. Undoubtedly influenced Marx. 3. He considered his view of Utopia an ideal solution to social problems but as a goal to be achieved rather than a practical blueprint. B. *Bible. Some claim that the Bible, particularly the Old Testament, constituted the Socialist code covering as it does protection of workers, women, and the weak. C. *Early Christians. They rejected the concept of "mine and thine" and practiced socialism in their daily lives. D. *Sir Thomas More (1478-1535) wrote Utopia in 1516 and developed the concept of an ideal society.	

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STRATEGY	CONTENT	MATERIAL

V. Information Retrieval

Committee 1

History of Socialism

1. Book expressed dissatisfaction with times and an aspiration for a more perfect "natural order".
2. Utopia relates fictitious conversation of a mariner who sailed with Amerigo Vespucci and then lived on island of Utopia.
3. Utopia described an ideal state based on community of goods and organizing life so that it did not need to engage in any "traffic in money".
4. Utopia had national system of education and strict rule of work for all.
5. Emphasis was placed on necessities not luxuries and general austerity prevailed.
6. More urged removal of poverty, the sharing of all wealth, the building of model community housing and meticulous observance of the law.
7. Paradoxically, slavery and monarchy have a place in Utopia. More, with a typical 16th century outlook, advocated conquest of neighboring countries, the use of hired soldiers, subversive warfare and assassination of foreign rulers.
8. Utopia elaborated a number of social and economic features which were to play a significant role in the development of Marxism-Leninism.

E. Tommaso Campanella (1569-1639) wrote City of the Sun in 1623.

1. Dominican monk frequently questioned by Spanish Inquisition wrote book while spending 27 years in prison for alleged complicity in a plot to free Naples from tyrannical Spanish rule.
2. Book describes a Utopia biographers description of an attempt to outline a constitution for Naples if city were liberated.
3. Ideal state was based on mutual sharing of material goods - even went so far as to suggest a community of wives.
4. "Self-love" was described as the basis of all evil in the State and the best way of eradicating it was to deprive individual of his own home, possessions, and family.
5. Book stressed eugenic selection, education by the State, work discipline, and the exalted role of the leaders.

000033

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee I History of Socialism	V. *French Revolution, a stimulant to revival of Utopian lines of thought. A. Antagonisms between rich and poor in French Revolution set stage for social struggles of 19th century Europe. B. Only social pronouncement of French Revolution was Conspiracy of Equals by Gracchus Babeuf which regarded socialization of land and industry as necessary to complete the revolution. C. Socialism as a political movement disappeared under Napoleon to reappear only after the Revolution of 1830 released forces held in repression under Napoleon and early phase of the Restoration. D. Two important personalities in social reform activity in France were Conte de Saint Simon (1760-1825) and Charles Fourier (1772-1837). E. *Saint Simon's contribution was his insistence that it was the duty of society through a transformed state controlled by producers, to plan and reorganize uses of the means of production. F. *Saint Simon proposed this state keep abreast of scientific discovery and the regenerated state should be linked with master plans for world wide economic and social development. G. *Fourier thought mainly in terms of intensive cultivation of the land and relegated industry and commerce to minor positions. H. Neither Saint Simon nor Charles Fourier espoused doctrines of class war between capital and labor. I. Fourier's Utopian plan was to organize society into phalanges, cooperative workers' associations comprising 1600-1800 members. J. Central principle in social organization was to guarantee a minimum standard of living for all. K. Fourier did not advocate abolition of private property rights. He felt efficiency would be accomplished through centralization, not through the "political poison of equality".	Cole, G.H.D. Socialist Thought ---The Forerunners 1789-1850. London:Macmillon, 1953.

00034

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 1 History of Socialism	L. After a portion of total production had been set aside to provide all with subsistence, the remainder of production was to be divided; 5/12ths would go to labor, 4/12ths to capital, and 3/12ths to reward special talent in making the product. M. Between 1820-1845, over forty actual phalanges were established N. Foruler's theories were responsible for the establishment. of Brook Farm, a literary community at West Roxbury, Mass. O. Other theorists of lesser influence also wrote and acted about social reform. 1. Etienne Cabet and his Icarians wanted a communistic society. 2. Auguste Blanquis led an insurrection in 1848 to establish a communist society that failed. 3. Louis Blanc favored state action. 4. Phillippe Buchez favored cooperation. 5. Constantin Pecquer was a collectivist. 6. Robert Lemennais wanted universal suffrage. P. *Pierre Proudhon (1809-1865) wrote "Qu'est Ce Que La Propriete? (What is Property?) and gave a succinct answer "property is theft", 1. His philosophy combined two basically contradictory approaches, one is negative and ready to demolish all authority and the other a positive one to build a new society. 2. He attacked both State and Church as enslavers of humanity and pictured worker as permanent victim of both. 3. His solution was "mutuallsm" or a pattern of society held together by a series of voluntary cooperatives ranging from trading associations to cooperative banks. 4. His picture of world was based on personal freedom, voluntary social groupings and devoid of complicated institutions. 5. More effective as a critic of society than a reformer, he offered no practical remedies for the evils of society. 6. His anarchism contributed a major ingredient to the theories	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 1 History of Socialism	of Marx. Q. *Mikhail Bakunin (1814-1876), a Russian exile, became leader of the Anarchist movement in middle 1860's. 1. Bakunin challenged Marx for leadership of the international organization of Socialist leaders as well as for the acceptance of Anarchist ideas. 2. In 1872, a showdown led to a split between the two groups The First International, Marx's group, moved to U.S. Bakunin and his followers, who were expelled, founded the rival Anarchist International. 3. In God and the State, Bakunin advocated joint revolt against God and State. 4. Anarchists believed man had two inalienable rights, the ability to think and the need to revolt. 5. Practical applications of the theory led to planned acts of terrorism such as the murders of Tsar Alexander of Russia in 1881, the President of France in 1894, Empress Elizabeth of Austria Hungary in 1898, and President William McKinley in 1901. 6. Public aversion to terrorism caused the decline of Anarchism but its ideas influenced Communist writers and practitioners. R. Jean Jaures (1850-1914) felt that as the Republic grew out of the Revolution, so Socialism would grow out of the Republic. 1. Aroused by "J'Accuse" letter of Emile Zola in the Dreyfuss case, he engaged his powers as a journalist to defend Dreyfuss. 2. He felt strongly that change to a new order would come gradually by way of reform and not by revolution. He became the mainstay of the Republican "Bloc" in the French Chamber of Radicals, Radical Socialists, and Socialists. 3. In the International Congress at Stuttgart in 1907, Jaures supported motion recognizing the inseparability of capitalism and militarism and appealed for arbitration and general disarmament.	Carr,E.H. Michael Bakunin London:Macmillan, 1937. Pease, Margaret. Jean Jaures. N.Y.:B.W. Huebach, 1917.

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STRATEGY	CONTENT	MATERIALS

V. Information Retrieval

Committee 1

History of Socialism

4. He founded Socialist newspaper L'Humanite' in 1904.
5. In 1914 he was assassinated after being accused of being unpatriotic and a friend of Germany.

VI. Industrialization in England was a spur to the growth of ideas of social reorganization where collective ownership of the means of production would prevail.

A. Thomas Spence (1750-1814) wanted government established on a communal basis.
   1. He felt the control of government would fade away and leave political activities to local agencies.
   2. In 1812, Spence's followers known as "Spenceans" established the Society of Spencean Philosophers which could be described as first organized Socialist group in Great Britain.

B. William Godwin (1756-1836) wrote Political Justice in 1793, a controversial work which denounced class differentations in the period of the Industrial Revolution.
   1. Godwin aimed at reforming a "rotton society" by freeing it from all laws and from the existing system of private property distribution.
   2. The ideal was a social structure without government, based on moral principles and an equitable distribution of private property.
   3. A concept of class struggle emerged that was later developed by Marx.

C. Robert Owen (1771-1858) demonstrated a combination of utopian theory with actual experimentation in setting up colonies.
   1. Owen is often regarded as the founder of British Socialism which was influenced by the impacr of the French Revolution and the revolutionary waves of 1830 which swept the countries of Europe.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 1 History of Socialism	2. He felt revolutionaries should institute social and economic reforms. 3. Owen denounced private property and desired a new society in which community good would prevail over the "every man for himself" pattern. 4. Paradoxically, Owen was a millionaire industrialist who started from abject poverty. 5. He established a "village of cooperation" in the impoverished Scottish village of New Lanark. 6. Owen rejected laws, punishment, and the whole idea of force. He substituted rewards and appeal to justice and virtue. The worker, he felt, should be well paid, protected against unemployment, have time for recreation, and the necessary education to make him a useful member of society. 7. He established colony in 1825 in the U.S. at New Harmony, Indiana. This declined in 1829. Lacking government or private capital support, his visionary schemes gradually collapsed. 8. Criticized by Marxists as visionary utopians and impractical dreamers, he was convinced humanity could evolve to a more perfect society without bloody class struggle. D. Charles Kingsley and Frederick Maurice, English clergymen, start unrevolutionary campaign against the English Church and English people over social problems. 1. Charles Kingsley writing over the signature of Parson Lot in Politics for the People, the first of Christian Socialist periodicals, asserted the French cry "organization of labor!" was worth a dozen People's Charters. 2. Kingsley wrote the famous tract "Cheap Clothes and Nasty" (excerpt from Alton Locke) and helped set up	Martin, Robert B. The Dust of Combat London:Faber & Faber 1959.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 1 History of Socialism	an organization of London Tailors. 3. Their most important victory was the Industrial and Provident Securities Act of 1852. 4. Co-operative societies of producers established by Christian Socialists failed and only Consumers' Societies like the Rochdale model survived. 5. Their major contribution was to socialize Christianity and Christianize Socialism. E. *Karl Marx (1818-1883) wrote the Communist Manifesto and described his theories as "scientific" Socialism and contrasted them with "Utopian" or "Anarchistic" or "Christian". (He wrote in England but was writing as a German Jewish expatriate.) 1. Marx accepted capitalist dream of abundance and wanted it turned about to bring affluence to mankind. 2. From tradition of socialist thought, he accepted idea of voluntary cooperation and equality (expressed in classless society), the abhorrence of private economic domination, and the necessity for economic planning. 3. His Message is at the same time flagrantly optimistic and darkly pessimistic - optimistic about what might be achieved and pessimistic about society realizing its possibilities without revolutionary upheaval. 4. Marx wr e of early industrialization and made the assumption that conditions would worsen. Since this assumption proved false, the only truly Marxian revolutionary situation is found under immature, rather than mature, capitalism.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 1 History of Socialism	F. *The Fabian Society founded in 1884 and named after a Roman General Quintus Fabius Maximus Cunctator--the delayer. Early motto was "for the right moment, you must wait, as Fabius did, but when the right moment comes, you must strike hard or your waiting will have been fruitless." 1. Members hoped to achieve aims by influencing public opinion. 2. Founders and early members included George Bernard Shaw, Sidney and Beatrice Webb, H.G. Wells and Graham Wallas,--none from poorer classes. 3. Sidney Webb insisted on "the inevitability of gradualness" which was different from the Marxian inevitability of revolutionary, catastrophic change. 4. Webb insisted that change would take place only under the following conditions, a. It must be democratic, acceptable to the popular majority and prepared for in the minds of all. b. Change must be gradual. c. It must not be regarded as immoral by the people. d. It must be constitutional and peaceful. 5. Fabians used techniques of "permeation" based on the premise that you work on the minds and feelings of the governing classes in a slow gradual process rather than in one sudden act of conversion and preferably on social, informal occasions rather than formal, official ones.	Cole, Margaret Story of Fabian Socialism Stanford: Stanford Univ. Press, 1961.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 1 History of Socialism	6. Marx (Das Kapital and Communist Manifesto) and his followers wrote volumes but in contrast, over 95% of all Fabian publications have been pamphlets attacking immediate and specific conditions. 7. Fabianism has been described as reform without resentment, social reconstruction without class war. Political empiricism without dogma or fanatacism. 8. In 1945 elections which led to the first Labor government in England on a Parliamentary majority (229 of 394) of Labor members of Parliament who were Fabians, includin Atlee, Prime Minister 1945-52. Hugh Gaitskell who succeeded Atlee was a Fabian of long standing as was Gaitskell's successor, Harold Wilson. G. *Ferdinand Lassalles (1825-1864) was distinguished pupil of Hegel and known as the tutor of Bismarck, made himself known in Germany as a leader during democratic troub'es in 1848. 1. In 1865, he founded the Universal Workingmen's Association, the forerunner of the Social Democratic Party and began socialist propaganda in Germany. 2. He believed that workers, due to the growth of the factory system, were potentially the most powerful force in the state and they should be legally that through complete democracy. 3. He believed in Riccardo's Iron Law of Wages and argued for state interference. 4. He accepted Marx's economic interpretation of history but disagreed on the overthrow of the ruling class. 5. In 1870, Bismarck outlawed the Social Democrats as enemies of the state. 6. During Weimar Republic 1919-1933, the issue of democratic government was at stake under the attacks of fascism.	Brandes, George Ferdinand Lassalles New York: Macmillan 1911.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 1 History of Socialism	H. Edward Bernstein (1858-1932) was criticized by Marx as a "revisionist". 1. He was strongly affected by the Fabians. 2. His revisionist writings influenced socialist development in Germany. 3. He was exiled by Bismarck for his political writings. 4. He contradicted Marx in that the bourgeoisie would collapse and advised socialists to abandon hopes for revolution and use peaceful parliamentary means for social reform.	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS

V. Information Retrieval

Committee I

History of Socialism

MODEL OF SOCIALISM

A. Who Owns the Resources?

1. Social ownership or control of basic industries and financial establishments is a fundamental principle in socialist countries.
   a. Aim is to eliminate major basis of inequalities in wealth and chief source of inequalities in income, rent, interest and profit.
   b. Basic industries include transportation, communications, fuel and power, and most widely used metals (iron and steel), central banking and credit institutions, and occasionally insurance, mineral rights and land.
   c. Through public ownership, resources can be allocated to activities deemed socially useful, and if in short supply, denied to those trivial or wasteful.
   d. Public ownerhsip is offered as a means of transferring bulk of economic power to the community and restraining arbitrary exercise of power in portions of the economy left in private hands (through threats of nationalization).

Nathaniel Stone Preston. Politics, Economies and Power New York: Macmillan, 1967. pp.105-109.

2. Cooperativism has considerable strength in Scandinavia and a lesser following in Great Britain.
   a. Cooperativism rejects the State as the best representative of the peoples' interests.
   b. Aim is to bring purchasers of goods (consumers' cooperatives) or the workers (in producers' cooperatives) into management and decision making processes of an enterprise.

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
V. Information Retrieval Committee 1 History of Socialism	c. With divergences of interest between owners and entrepreneurs on the one hand customers and employees on the other eliminated, cooperatives hope to bring about the disappearance of the arbitrary use of economic power and inequalities of wealth and income. B. How much shall be produced? 1. Socialist plans establish "social value" as a counter to the market standard of value that allocates resources under capitalism. a. Since buyers enter market with varying amounts of wealth, socialists feel rich man's wants divert production from poor man's needs. b. Socialists seek evaluation of potential use of resources made by men acting as a community judging community's needs and seeking to fulfill them. c. A socialist sets ethical standard of value and seeks to have society, acting through the political order, determine whether new housing is more urgently needed than new cars. d. Establishment of an order of priorities is part of the function of planning and controls are used to impose standards set in the plan on the market. e. Since consumer dominated market is characterized by a great variety of products as producers seek to satisfy buyer's whims, this involves greater drain on resources than standardized production. Socialists seek to reduce product variety to save on imports and increase production for export. f. Socialists supplement atomistic decision making of the market with collective decision making of the plan. g. Market system is not eliminated but many of the	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
V. Information Retrieval Committee 1 History of Socialism	controls used are in the form of inducements and penalties that shape the market to conform to priorities established in the national plan. C. For Whom? 1. Socialism attempts to avoid conditions that create and foster inequality and promote actively conditions that suppress it, within the limits of the necessary incentives to advancement that the system requires for optimum effort. a. Socialist tax policies, welfare programs, business regulations have as their collateral or direct purpose the redistribution of income. b. Inheritance taxes attempt to prevent inequalities passing from generation to generation. c. Policies have focused attention on other forms of social inequality. 1.) Differences in level of education and in quality of education are recognized as having effects on class consciousness and economic opportunity. 2.) Housing and living conditions that emphasize economic disparities have been given attention. 3.) Unequal cultural opportunities that tend to create different styles of life in different classes have been reduced. 4.) Opportunities for consultation between management and employees have been sought to reduce differences in status.	

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STRATEGY

V. Information Retrieval

Committee 2

British Socialism

CONTENT

MATERIALS

BRITISH MODEL OF PARLIAMENTARY GOVERNMENT

Who Makes the Rules?

I. Britain is an example of unitary government because all the powers the British government possesses are held by one central organ, the Parliament.
   A. Parliament consists of two houses, the House of Commons and the House of Lords.
      1. House of Commons is limited to 630 who are elected from the country's districts.
      2. Nine hundred members of House of Lords are temporal peers who receive appointment by inheritance or appointment by Crown and spiritual peers, the bishops and archbishops.
   B. King is symbol of national unity and above politics, duties are ceremonial.
   C. No constitution exists that defines fundamental relationships between national political institutions. These are promulgated by custom and precedent.
   D. Elections are held when Parliament has been dissolved at the end of five years or when the Crown dissolves it on advice of the ministers.
   E. Party that has majority in the election gains control of the government.
   F. Leader of the majority becomes Prime Minister and chooses Cabinet from his own party.
   G. Leader of opposition party appoints "shadow cabinet" of men ready to take over whenever opposition party regains control.
   H. Peers may not sit in Commons and commoners usually hold leadership positions.
   I. Ministers must hold seats in one or other house and may not enter House of which they are not a member.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 2 British Socialism	J. Prime Minister and Cabinet are the government and the government exists only as long as it retains support of a majority in the House of Commons. K. There is a two party system,--Conservative and Labour (socialist). How are Rules Enforced? II. The executive department is directed by the Cabinet of Ministers. A. Any act of Parliament is supreme law. B. Local authorities have no legal autonomy. C. Parliament led by the government of the day is the supreme legal authority. III. House of Lords is Supreme Court of Law as well as a Chamber of the legislature. A. Acting in the capacity as a final court of appeal, the House employs only "Law Lords". B. These men are elevated to the House of Lords for this purpose only. How are the Rules Modified? IV. Government exists only so long as it retains support of a majority in the House of Commons. A. Voters have the ability to change Party composition in House of Commons. B. Voters can defeat British government. C. Elections are held when Parliament has been dissolved at the end of five years or when the Crown dissolves on the advice of the ministers.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 2 British Socialism	**BRITISH SOCIALISM IN POLITICAL ACTION** I. The Labour Party reflected in its growth and development the protest against the old social order. A. Founded in 1900, the Party polled only two seats in the House of Commons. B. Between 1900-1910, the Labour Party was not officially committed to socialism but included many Socialists. In 1918, the Party adopted socialism in its program and became officially committed to nationalization. C. In 1919, forty Labourites gained House seats. D. In 1922, Labourites gained 142 seats out of 615, replacing the Liberal Party as second strongest. E. In 1924, Labour Party though still a minority formed a government with support of Liberal Party but the experiment lasted only ten months when Liberals could not go along with socialist program. James Ramsey MacDonald was Prime Minister. F. In 1929, Labour became largest single party with 288 of 615 seats in Parliament. Although lacking an absolute majority, the Party formed a government that lasted until summer of 1931. G. Depression weakened Britain economically and Labour government was unable to use socialist policies to cure the depression and unwilling to adopt conservative measures and resigned in 1931. H. In general election of 1931, Parliamentary representation dropped to 52 out of 615 but by 1935, its strength rose to 154. I. Between 1935 and the end of the war, no general elections were held in Britain. J. In 1945, Labour obtained 394 of 640 seats with a clear majority for the first time. Clement Atlee was Prime Minister.	William Ebenstein. Today's Isms. Englewood Cliffs, New Jersey: Prentice Hall. 1970 pp. 266-68

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 2 British Socialism	K. In 1950, Labour majority fell to bare 315 of 625 seats. Because of narrow margin a new election was held in 1951. L. Labour Party lost in 1951 as in the next two general elections in 1955 and 1959. M. In 1964, Labour won by a narrow margin. Prime Minister Harold Wilson called for a new election in 1966. This the Labour Party won with a decisive majority of 97. N. Although his term did not expire until May 1971, Harold Wilson called a general election in June 1970. In a stunning upset, Conservatives led by Edward Heath upset the Labour Party, gained a majority of 30 and set up a new government. II. The political process stalls the Labour Party program in June 1970. A. Conservative Party was helped by the two fears that haunt the lower and middle classes, the rising cost of living and the specter of racial tension. B. Most important factor was the drop in the electoral turnout and the general apathy of the voters. C. Heath will probably not dismantle the "welfare state" but Cabinet appointments indicate a rightward swing. 1. Possible revamping of Britain's confiscatory income tax and more indirect taxes are predicted. 2. Less government participation in industry is probable. 3. Some opening of government owned sectors to private capital is foreseen. 4. Belt-tightening in social services, tougher attitudes on trade-union reform and law-and-order are also forecast. 5. Immediate foreign policy task will be to negotiate to join the Common Market. 6. Greatest challenge will be healing of race problem.	"Unexpected Triumph." Time. 95:26 (June 29,1970). pp 16-22.

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STRATEGY

V. Information Retrieval

Committee 2

British Socialism

CONTENT

MATERIALS

PROBLEMS OF NATIONALIZATION (Public Ownership)

I. Socialist theory and practice have undergone vast changes on issue of nationalization in the last 50 years and reliance on nationalization appears to be decreasing.
   A. Norman Thomas, an American Socialist wrote Socialism Re-Examined (1963) that for the state under any system to try to own and operate everything would deprive us of some important values of private initiative and responsibility.
   B. Thomas spoke of dangers of statism inherent in total nationalization and believed the alternative to capitalism was socialization.
   C. Socialization implies diffusion of publicly owned property to producer and consumer cooperatives - labor unions, churches, educational in institutions and those organizations deriving powers through voluntary association (approach tried in Israel and Sweden).
   D. Today, socialists recommend nationalization for only some industries.
      1. Almost universal acceptance of the idea that natural monopolies in public utilities field should be publicly owned and managed.
      2. Concept of "sick" industry (coal) or "key" industry (steel) has been accepted as standard on which nationalization can be based.
      3. There is strong case against industries that coerate with high degree of risk.
   E. Certain difficulties hamper public enterprise in overall performance.
      1. Managerial problem which arises from centralization and "playing it safe" hamper flexibility and initiative.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 2 British Socialism	2. Nationalized industries pay lower salaries executives prefer more challenging positions. 3. Threat of bankruptcy is always real in private industry and increases efficiency but in nationalized industries, no one goes bankrupt. Monopoly may increase price or get subsidy. 4. Political difficulty of relating public corporations to elected representatives of the people has made control of nationalized industries a duty of the executive branch. II. Labour Party in England (1964) shifted emphasis from accelerated social justice to accelerated economic growth. A. Voter's oppose further nationalization in polls taken by independent organizations and by the Labour Party itself. B. Those polled stated that socialism to them meant social welfare rather than government ownership. C. Leader of the Labour Party, Douglas Jay explained swing from nationalization, "Experience has proved governments are not always very efficient at producing goods, but they are highly efficient at redistributing income and wealth".	

00051

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 3 American Socialism	**SOCIALISM IN THE U.S.**	
	I. Although socialism had early roots in the United States, in the American environment, there was not the requisite movement. The pace of industrial evolution incessantly created new frontiers and made socialist thought less acceptable to people. A. Socialist thought was first evidenced in Christian Communitarian movement. 1. Shakers settled near Albany in 1774, held property in common. 2. Oneida Perfectionists settled in 1838 also held property in common. B. Secular Utopian socialists emerged also. 1. Followers of Robert Owen settled New Harmony, Indiana, a Utopian community which eventually failed. 2. An experiment in communal living, influenced by the ideas of Charles Fourier, was established by Transcendalists at Brook Farm in Massachusetts. 3. Icarians, followers of Etienne Cabet, established colonies. 4. These groups rejected by Americans because frontier and cities better satisfied American desires for an economy of abundance. C. In early days of social movement in American Christianity, the most important works were written not by clergymen but writers in the field of political economy. 1. Stephen Colwell wrote New Themes for Protestant Clergy exhorting them make religion operative in human relations and develop social order consistent with teaching of Jesus. 2. Richard Ely was an economist but with ethical emphasis. His treatment of the Haymarket Riot helped readers see the event in relation to	James Dombroski. Early Days of Christian Socialism In America. New York: Columbia U. Press. 1936. Joseph Schumpeter. Capitalism, Socialism and Democracy. New York: Harper and Row. 1950. pp.331-362.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 3 American Socialism	the struggle for social justice. 3. Henry George in Progress and Poverty in 1880 wrote poverty was result of maladjustment of society which could be remedied. He based his arguments on Riccardian theory of rent as the differential between wealth which can be produced on a given piece of land and wealth produced on land of lowest subsistence level. He wanted "social values" confiscated. 4. Edward Bellamy wrote Looking Backward in 1888. The central idea was nationalization of industry. W.D. Howells wrote in 1896 "this book revived throughout Christianity the faith in a millenium". 5. Henry Lloyd wrote editorials and magazine attacks on individualism in laissez-faire economies and provided material for moralists who wished to discredit the system. 6. Christian Commonwealth in Georgia sought to realize in practice the society envisioned by Bellamy. a. Community established in 1866 by Congregationalist minister attracted 350 people. b. Community published magazine "Social Gospel" which enlisted support of religious radicals. c. Its failure demonstrated that the ethic of love was inadequate in an industrial society. D. The impetus for a socialist party in the U.S. came from 3 sources: 1. International Workingmen's Association dominated by Marx. 2. Political ideas of Lassalles. 3. Anarchism of Bakunin. E. The Socialist Party in the U.S. was a fusion to 2 schismatic groups: 1. DeLeon's Socialist Labor Party in the EAst.	Donald Egbert and Stow Persons.(eds) Socialism in American Life. Princeton: Princeton U. Press. 1952.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 3 American Socialism	2. Deb's Social Democratic Party in the West. F. Sam Gompers who developed theories of pragmatism and continual compromise as leader of the American Federation of Labor defeated attacks by DeLeon and other Marxists G. Eugene V. Debs became the candidate of the Socialist Party in 1900 and its leader in five presidential campaigns. H. Before 1912, socialist strength was in agrarian and mining regions of West and Southwest. I. In next ten years, this strength decreased while strength increased in urban areas and northeast due to large immegration from Europe especially Jewish. J. After 1932, the party was ripped to shreds by savage fratricide and World War II completed its destruction. K. Norman Thomas, one of the founders of National Civil Liberties Union and League of Industrial Democracy was party candidate for president in six elections from 1928-1948. L. What did socialism accomplish in the U.S. Its 1928 platform called for: 1. Extension of public works, 2. Old age pensions. 3. Public unemployment insurance, 4. Shorter working day, 5. Government insurance against weather damage to crops,, 6. Acequate flood control, 7. Right to organize, 8. Puerto Rican autonomy, 9. Phillipine Independence, 10. Recognition of Russia, M. In the exolution of American society, America has accepted many ideas it once denounced as socialistic.	Donald Stow Egbert and Stow Persons. (eds) Socialism and American Life. Vol. I. Princeton: Princeton U. Press. 1952.

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STRATEGY

V. Information Retrieval

Committee 4

Swedish Socialism

CONTENT

MATERIALS

SWEDISH MODEL OF PARLIAMENTARY GOVERNMENT

Who Makes the Rules?

I. Sweden is constitutional monarchy with male succession.
   - A. The government is in the hands of a Parliament - Riksdag* - constitution.
   - B. Executive power is in the hands of a King acting on the advice of a Council of State headed by the Prime Minister.
   - C. Real chief executive is the Prime Minister who is appointed by the King from the majority party in the Riksdag.
   - D. King has the right to veto but has not used this power in recent years.
   - E. King's decrees or appointments are not valid unless signed by Ministers who are responsible to the Riksdag.
   - F. King has no power to appropriate money.
   - G. If Prime Minister loses the support of the Riksdag, he resigns, but may appeal to the country in new elections.
   - H. Cabinet consists of Prime Minister and chiefs of government departments.
   - I. Riksdag is bicameral with Upper House of 151 elected for 8 years by county councils and councils of 6 large cities, and a Lower House of 233 elected directly for a four year term.

Who Enforces the Rules?

I. Day to day administration is the responsibility of the central administative board, staffed by civil servants and granted a great deal of independence.

II. Sweden has an independent judiciary.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 4 Swedish Socialism	A. Highest court is Supreme Court with 24 justices. B. Country is divided into 6 courts of appeal, 124 rural court districts and approximately 50 city districts. C. There are special courts at the national level. 1. Supreme administatice court has jurisdiction over cases dealing with administration. 2. Labor court has jurisdiction over disputes between employers and workers. D. In matters relating to freedom of the press, trial is by jury, all other cases are tried by judge who in lower courts are assisted by laymen. E. King appoints chancellor as head of court system. F. Riksdag oversees administration by appointing two special officials whose function is to guarantee rights of citizens and insure impartial execution of the laws. 1. Justite Ombudsman is the one who oversees civil courts. 2. Militie Ombudsman is the one who oversees military courts. How May Rules Be Modified? I. All persons, male or female, over the age of 21 have the right to vote. II. All elections are on the basis of proportional representation. III. Swedish political parties represent interest groups in the country. A. Social Democratic Party is the leading party and is mildly socialist. It represents the urban and rural workers and supporters of cooperatives. B. Liberal or Peoples' Party represents the temperance movement, religious sects, industrialists and farmers who want social reform but condemn trend to government	

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STRATEGY	CONTENT	MATERIALS

V. Information Retrieval

Committee 4

Swedish Socialism

expansion.

C. Conservative Party which favors private enterprise and includes industrialists, businessmen, civil servants and large farmers.

D. Center Party is the party rallying the small farmers and is rural in interest.

E. Communist Party attracts chiefly the workers in the large cities.

Swedish Socialism Goals:

1. The maintenance of an adequate flow of income to individuals and families in all circumstances.
2. The prevention of human distress and inadequacies, such as illness and limited personel development.
3. The rehabilitation of the incapacitated and the victims of technological unemployment.

National Planning: (see chart 1)

1. Responsibility for drawing up the annual and five-year national economic plans lies with the cabinet.
2. The cabinet draws up the broad outlines.
3. The actual construction of plans is handled by the Ecomonic Division of the Ministry of Finance.
4. The Ministry of Finance is assisted by the National Institute of Economic Research and the Research Council.
5. The Institute analyzed post economic developments, future trends, and provides the statistical analysis.
6. The Research Council, make up of representatives of government agencies and private industrial, commercial, agricultural, and trade union research groups, also advise the Economics Division.
7. After the economic plans (budgets) have been drawn up and approved by the Cabinet they are presented to Parliament for final approval.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 4 Swedish Socialism	Private Industry in Sweden Most private industry has not been nationalized but the contribution of the private business system to national welfare has been improved. 1. Improving efficiency of industry 2. Meet needs of the consumer more effectively 3. Giving workers a larger role in the management of private firms Government Regulation of Private Industry Objectives 1. to insure that a balance between private and public investment projected in the national economic budget is approximated 2. to make sure that private investment along with other types of expenditures will be sufficient to take up the annual total output of goods and services. Controls 1. selective credit controls to limit construction and purchase machinery 2. issuance of building and construction permits 3. selected fiscal controls -stand by price controls -tariff regulation -taxation policies -anti cartel, monopoly, and oligatoly legislation Swedish Labor Unions Goals under government's policy of controlled inflation 1. assure wage earners a fair share of the national product 2. create reasonable relationships between various wage groups 3. take account of the national interest as far as possible	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 4 Swedish Socialism	Attainment of goals (Swedish Labor Unions) Collective bargaining The Labor Market Council recommends solutions to industrial disputes which are generally followed by both labor and management It is a cooperative process in which the government has not had to intervene or require cumpulsory arbitration Labor Court Settles disputes concerning interpretation of collective agreements Swedish Agricultural Policies Objectives 1. Swedish agriculture is expected to meet 90% of the nation's food requirements 2. Agricultural population should have a reasonable income level and should show in any future increase in national income 3. To achieve these goals, price supports and improved productivity is required Controls 1. An annual price agreement is negotiated by the government through the State Agricultural Marketing Board and the two major farm organizations, the Swedish National Organizations, the Farm Unions, and the Federation of Swedish Farmers Associa tions 2. The agreements provide price supports for all agricultural procucts Swedish Welfare Policies 1. Family welfare -maternity benefits -child allowances -child health services -visiting public health nurses	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 4 Swedish Socialism	-nursery schools for pre-school children -holiday camps for low income children -travel grants (educational) -state scholarships and study loans 2. Worker's protection and welfare -unemployment and insurance -occupational retraining -public imployment exchanges -travel allowances, family living allowances and purchase of homes 3. Social Housing Policy -make an adequate supply of dwelling units available for all income groups -constructing dwelling units with enough rooms to house larger families -reduce land and building costs -planning of building sites and exterior design -make dwelling units more livable -make adequate funds available through a loan-subsidy system to finance the social housing policy -providing decent housing for the aged and disabled 4. National Health Insurance -cumpulsory for all residents -benefits include: medical care, hospitalization, cash allowances for income loss, essential medicines free 5. Pension Insurance minimum national pensions supplementary pension benefits	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 5 Israeli Socialism	ISRAELI MODEL OF PARLIAMENTARY GOVERNMENT	

Who Makes the Rules?

I. Israel is a Parliamentary republic without a written constitution.
   - A. The Prime Minister is the head of the government.
   - B. Cabinet varies in size according to political or functional requirements.
   - C. President of Israel has purely formal and ceremonial functions.
   - D. Knesset is single chamber of 120 elected for four years on the basis of proportional representation of party lists.
   - E. All 18 or over are eligible to vote.
   - F. Term of President is five years and not coequal with Knesset. He is elected by the Knesset.
   - G. President has no veto power but may select Prime Minister from largest party to form a government.
   - H. Kn sset is similar to House of Commons as the supreme legislative body but since no party commands a majority, government by coaltion is necessary.
   - I. Dominant Mapai Party (socialist), left center controls only one third of the seats.
   - J. Defection of any party in the coalition could topple government.

Who Enforces the Rules?

II. Legislative and executive functions are separate.
   - A. Cabinet is the key to the structure.
   - B. Cabinet has extensive legal authority in a number of directions including foreign relations and emergency legislation.
   - C. Cabinet passes on all legislation which the government wishes to put befor the Knesset.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 5 Israeli Socialism	D. Weakness lies in dilution of centralizing and planning functions necessary to maintain coalition on which it depends for survival. III. Nine member Supreme Court is the highest court of appeal. A. It acts as high court of justice to hear charges of arbitrary and illegal action by public authorities. B. Judges are appointed by the President on recommendations of an independent nominating committee. How Are Rules Modified? IV. Elections take place every four years. A. Whole country is taken as single constituency with 120 mandates distributed to parties according to votes obtained by them. B. Multiplicity of parties has meant no one party can obtain a majority and only coalition government is possible. C. Mapai Party of Ben Gurion hoped to bring electoral change necessary for two party system but failed. D. Most domestic controversies revolve around role of religion in the state and problems of education and economic policy.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 5 Israeli Socialism	Ideologies Influencing the Economy of Israel 1. Socialism 2. Individualistic democracy 3. Social Welfare 4. Personal achievement 5. Optimism and self-assurance Major Economic Goal 1. Attain economic independence 2. Currently Israel is economically dependent upon import capital from private Jewish contributions and foreign governmental grants, loans, and other forms of aid. 3. Economic dependence creates a problem in that it subjects the Israelis to political dependence . Economic Problems Facing Israel -within the first 15 years of the establishment of the Jewish state, the population increased 235% -the occupational background of the new immigrangs did not match local needs -the cultural and language differences of the new immigrants had to be welded into an ethnic and national entity -part of the population were used to a European standard of living that had to be maintained -Israeli territory was small, largely waterless, and lacked basic raw materials. -difficulty in absorbing labor form non-technological countries -Arab boycotts, blockades, and wars hindered growth and increased expenditures for defense. -productivity insufficient to foster economic growth -balance of trade deficit -inflation -restricted home market has limited the scale of industries	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 5 Israeli Socialism	Public Sector Major Institutions (controls approximately 60% of total economy) 1. Government Since 1948, led by moderate labor party, Maipai Maipai has never had an absolute majority =coalition government Maipai dominance has meant ac ceptance of decisive gove. . fluence in economic affairs Heavy percenta_ of total investment from public sector Public sector high in consumption of domestic reasources 2. National Institutions Jewish Agency Foundation Fund Jewish National Fund Zionist Organization Functions: fundraising overseas, encouraging immigration, helping immigrants, welfare, jobs, education 3. Histadrut (General Federation of Workers) -Labor Zionism - intermingling of Zionism and socialism -giant labor union -performs usual trade union functions -social services for beyond normal unions -entrepreneurial activities A. Kibbutzim - collective settlements agricultural and industrial settlements based upon communal procuction and consumption B. Moshcvim (cooperative settlements)- agricultural settlements with cooperative marketing and purchasing with strongly held principles of mutual aid and self labor (private ownership) C. Producer cooperatives - small workshops to large utilities	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee 5 Israeli Socialism	D. Hevrat Ovdim (General Cooperatives Association of Jewish Workers) corporate holding company, arm of Histadrut owns about 20% of production facilities in Israel "The workers have a Histadrut, and the Histadrut have a government."	

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STRATEGY		LEARNING ACTIVITIES	MATERIALS
VI. Reporting Committee Findings All Committees	A.	Present a "You Are There" program revealing the history of socialism.	
	B.	Develop a fictitious series of letters which reveal the ideas of the early theoretical socialists.	
	C.	Present a 'trade fair' from one of the socialist countries so that the political and economic systems come through clearly.	
	D.	Present a series of 'newsbroadcasts' from the various socialist nations.	
	E.	Stage an 'interview' with the 'man-on-the-street' in a socialist nation.	
	F.	Develop a skit in which is protrayed the major events of an individual's life which are affected by the government of one of the socialist nations.	
	G.	Prepare a chart comparing the progressive income tax in the U.S. with those in socialist countries.	
	H.	Have a debate: Resolved: Socialism is superior to Communism. Develop the best arguments to support both sides of this position.	
	I.	Develop a tape recording of "A News Special from _____."	
	J.	Develop a skit of two persons discussing the merits of evolution and Revolutionary socialism.	
	K.	Present reports built around the three basic questions of both economics and political systems.	
	L.	Present the findings of the committees 'questionnaire.' (If developed and administered.)	
	M.	Conduct a 'Parliamentary session' in Great Britain. Bring out the differences in view between the Conservative and Labor Parties.	
	N.	Hold a 'presidential news conference' in which the 'president' (with the aid of his cabinet) talks about socialism and socialist type programs which are being proposed.	
	O.	Stage a 'brainwashing' session in which a citizen of a socialist country tries to convince a tourist of the advantages in his nation under socialism.	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
VII. Overview		
A. To review the questions posed earlier by the class and compare the answers reported by the committees.	After the committees have reported to the class, time should be allowed to review what has been learned and to evaluate the efforts of the learners. Perhaps the class will choose to consider all the original questions that were raised during the introduction to the unit to determine if all of them have been answered. The major questions will therefore be reviewed and thus a foundation will be laid so that students will be able to go beyond the material studied to arrive at generalizations.	
B. To gain a perspective concerning the parts of the unit as well as the broader aspects of it	Beyond the specific questions raised during the introductory phase, the teacher will need to add some 'big questions', questions which are broader than any specific topic of an individual committee. Some of these big questions might be: 1. Why does the term socialism have a negative connotation in our society? 2. Should the United States move toward a socialist economy in the future? 3. What aspects of capitalism are still retained in the economies of socialist countries? 4. Is socialism compatible with American democracy? 5. Has socialism been successful in those countries that practive it? 6. Under what conditions will socialism begin to look like a plausible alternative? (What were the conditions in Great Britain, Sweden, and Israel which gave rise to socialism?) 7. What do we call the most extreme form of socialism? How do you think this differ from the type of socialism we have been studying about? 8. What kind of a political system must a socialist country have? (Monarchy as well as republicanism can be consistent with both socialism and democracy.) 9. Do you see any relationship between the ideals of democracy and the ideals of socialism?	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
VII. Overview (continued)	10. Would you agree with communists who might say that the only choice is between full capitalism or full collectivism? 11. Communists tend to think of class antagonisms; socialists have learned to think in terms of what kinds of power groups? (parliamentary majorities) 12. If communists and socialists both agree to some degree of government ownership and control of basic industries, where do they differ? (In their means of acquiring them.) 13. What would be your response to a **socialist** who would say, "The history of modern socialism clearly indicates that it is in the best interest of the vast majority of the people for the state to control the means of production and to provide the benefits to the people." 14. Show the filmstrip "The Welfare Dilemma" and discuss the problem of not wishing anyone to starve to death for lack of public assistance but on the other hand not willing to be taxed for this purpose. 15. Develop a round table discussion on the topic: Resolved: The U.S. government should move increasingly toward the end of de-socialization of the economy and remove price guidelines, federal businesses, and other socialistic practices.	

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STRATEGY	CONTENT	MATERIALS
VIII. Generalizations		
A. To allow students the opportunity to derive hypothesis and generalizations concerning the laws which govern humen behavior.	1. People who have a heritage of freedom will adapt political and social institutions which promise to sustain this heritage.	
	2. The cultural heritage and political history of a people will affect the ways in which it adapts new political and social institutions.	
	3. No pure form of theoretical political economic system exists due to the necessity for modification based upon human interaction with it.	
	4. A political system sustains an economic system but neither inherently demands the form of the other. (The political system can be adapted to support a variety of economic systems; an economic system can be adapted to be compatible to a variety of political systems.)	
B. To develop the ability to infer from specific data	5. Democratic socialism seems to require a heritage of government of the people, a high level of industrialization, and a faith in the benevolence of a central government working in behalf of the welfare of all its people.	
	6. As a nation comes to believe that it is the responsibility for the community to maintain or provide a minimum standard of living for all it's citizens, it will move increasingly toward the implementation of socialistic practices.	
	7. In the absence of altruism, attempts to block movement toward socialistic practices will increase as those who hold wealth see such movement as depriving them of their privileges.	
	8. People who have lived under tyranny and conditions of poverty will willingly look to new political economic systems as offering more promise than their present state of existance.	
	9. As communications among people increase, the desire for increased political and economic freedom and a higher standard of living increases.	

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STRATEGY	CONTENT	MATERIALS
VIII.. Generalizations (continued)	10. As totalitarian-type nations perceive an increase in the threat of foreign ideas to their political economic system they will increase self effacing propaganda and clog the channels of personal communication.	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
IX. Culminating Activities	Students should be given the opportunity to devise their own culminating activities. Given a little freedom and some time, they can usually come up with competent and interesting productions. The following, therefore, are presented as suggestions which may be used in theirpresent form or revised to fit the talents of wishes of the pupils.	
A. To provide a meaningful review and synthesis of the data of socialism.	A. STRING ALONG, etc.	
B. To provide opportunity to communicate students' developing insights.		

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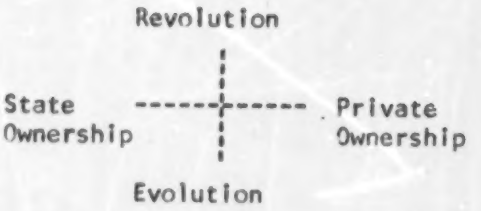
STRATEGY	LEARNING ACTIVITIES	MATERIALS
IX. Culminating Activities A. To provide a meaningful review and synthesis of the data on socialism. B. To provide opportunity to communicate students' developing insights.	A. STRING ALONG The various reports given by the committees can be revised and linked together by a narrator who introduces each of the presentations. B. EXPAND-A-REPORT Some of the more successful committee presentations may be adopted as basic format for an expanded class version which will include the findings of all committees. C. MEETING OF THE MINDS Students may wish to enact an original play featuring Bakunin, Owen, Marx, Fourier, and Lassalles engaged in a debate over their philosophies. The last part of the session may be turned over to audience opinionating and questioning. D. DISCHORD AT NEW HARMONY A group of class thespians may role play Robert Owen's volunteers at New Harmony discussing the reasons leading to the failure of this experiment. E. THE RIGHT AND LEFT PRESS Students may produce a 'right' and 'left' newspaper seeking to persuade the reader by presenting the best possible set of facts to support the case for change and the status quo. F. SOCIALISM FLICK Students may wish to develop a film to present their findings. G. CONTINUM Develop a two dimensional continuum. On this continum place in the most appropriate position: 1. the names of appropriate position 2. the names of socialist nations 3. some 'socialistic' practices of the U.S.	

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This is a portrait of a German socialist who was a pupil of Hegel and was spoken of as Bismarck's tutor. He was responsible for the birth of the German Social Democratic Workingmen's Party.

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Interesting biography of one of the most vivid personalities of 19the century Europe who spent his lifetime wrestling with political philosophy, working for the cause of revolution but avoiding working for a living. He was a rival of Marx.

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Excellent description of the socialism practiced in Sweden.

Cole, G.H.D. Socialist Thought - The Forerunners 1789-1850. Stanford: Stanford University Press, 1961.

This is an account of Fabian socialism by a woman who has been intimately connected with the movement all her adult life.

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Social Christianity as it emerged in proportion of a movement in the last two decades of the 19th century had a decidedly antitheological basis. Withdrawal from the world was rejected in favor of participation in the world with a view to transforming it. Most important works cited were written not by clergymen but writers in the field of political economy.

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This book is intended to provide comprehensive analysis of communism especially geared to the high school student. The author feels the student can best approach the study of communism by first examining foundations of his own beliefs. It is a comparative study.

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G. BIBLIOGRAPHY (continued pg 2)

Egbert, [illegible] & Stow Persons. (eds.) Vol. I. Socialism and American Life. Princeton: Princeton University Press, 1952.

This volume is a compilation of essays on the relationship of socialism to American life and thought. From the European origins of socialism, the essays range from religious bases, philosophical origins, sociological aspects, political and economic theory to the psychology, literature, and art of socialism.

Hauer, Christian E. Crisis and Conscience in the Middle East. Chicago: Quadrangle Books. 1970.

Dr. Hauer, a noted Protestant theologian and educator familiar with the culture and politics of the Middle East, probes deeply into the core of the problems of the area today - refugees, occupation of Jerusalem, administration of the holy places, the burgeoning guerrilla movement, and the moves to reconciliation and peace.

MacDonald, J. Ramsey. Socialism, Critical and Constructive. Indianapolis: Bobbs-Merrill Company. 1924.

The former Prime Minister writes with sympathy about the beliefs and ideals of socialism, trying to answer slanders about the system.

Martin, Robert Bernard. The Dust of Combat. London: Faber & Faber. 1959.

Charles Kingsley's "dust of combat" was chiefly concerned with his battle with the conscience of the English church and English people over the social problems at the base of the Chartist movement.

Pease, Margaret. Jean Jaures. New York: W.W. Huebsch. 1917.

This is the story of a Frenchman at the turn of the century who had no patience with the socialists who looked for revolution or social cataclysm. He felt socialism would come gradually and ardently supported world peace as a necessity for this.

00074

G. BIBLIOGRAPHY (continued pg. 3)

Preston, Nathaniel Stone. Politics, Economics and Power. New York: Macmillan Company. 1967.

The author has attempted to portray the choices of goals that certain men and nations have made in economics and political life, to show the means by which they seek to fulfill them, and to show some of the consequences of the different ways of relating economic and political power.

Schumpeter, Joseph A. Capitalism, Socialism and Democracy. New York: Harper & Row. 1950.

Believing Marxist arguments wrong, the author goes to considerable trouble to marshal his arguments that capitalism is being killed by its achievements. Asking "can socialism work?", he answers, "of course it can!"

Von Mises, Ludwig. Socialism. New Haven: Yale University Press. 1951.

This is a scathing attack on the "naive fanaticism" of socialists to abolish property in the means of production.

SIMULATIONS

KOLKHOZ

This game is designed to teach the students economic philosophies upon which collective farms run, - the general principles of economics as they apply to collective farm operation and some of the political details of running farms. Students play Kolkhoz manager, peasant families and State Banker, representative of Gosplan, and National Planning Agency.

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Northern Worchester County
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Yorktown Heights, New York 10598

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MANCHESTER

The economics of the early Industrial Revolution in England illustrated by the movement of farmers to the city. As squires, farmers, millowner, laborers, students negotiate for wages and learn to make production decisions.

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55 Chapel Street
Princeton, New Jersey

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